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ABSTRACT

This document, containing several papers, reports on the evolution of a workshop model which deals with the development of techniques, principles, and intervention programs for disadvantaged children and youth. School psychologists, teachers, supervisors, and administrators who attended three summer institutes and two followup programs were instrumental in the development of this model. Generally, the summer programs demonstrated that: (1) school personnel working as teams are better able to solve problems and implement programs; (2) demonstrations and practice with children produce positive attitude changes toward unfamiliar techniques, principles, and programs; (3) when feedback concerning competencies demonstrated during practice with children is provided, personnel are more willing to implement new techniques and programs in schools; (4) additional instruction and practice concerning weaknesses during practice with children provides workshop participants with a sense of closure. Presentations in this document are concerned with program planning and development, specific program activities, and evaluation procedures. (Author/PC)

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The Development of a Model for Workshop Success

Henry Angelino, Maxine Gates, Norma Barnebey

Summer institutes[1] held during the past three years have been concerned with developing techniques, principles, and intervention programs for disadvantaged children and youth. School psychologists, teachers, supervisors and/or administrators have participated in these summer programs.

As a result of the joint participation of psychologists and educators a model for workshops concerned with programs for the disadvantaged has evolved. Generally, these summer programs have demonstrated that:

1. Psychologists, teachers, supervisors, and/or administrators working as teams are better able to solve problems and implement programs.
2. Demonstrations and practice with children produce positive attitude changes toward unfamiliar techniques, principals, and programs.
3. When feedback concerning competencies demonstrated during practice with children is provided psychologists and educators are more willing to implement new (to them) techniques and programs in schools.
4. Additional instruction concerning weaknesses demonstrated during practice with children and the opportunity to correct these weaknesses during additional practice with children provide workshop participants with a sense of closure.

Symposium speakers will present the evolution of a workshop model in its application during three summer institutes and two follow up programs. Selected visual materials will be presented to portray the importance of demonstrations and practice with children in workshops

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focused on programs for disadvantage children.

Presentations will be concerned with program planning and development, program activities, and evaluation procedures. The development of workshop program objectives which attempt to meet the needs of participants for information about techniques and programs will be discussed. Specific programs will be presented. The means whereby program objectives were attained will be presented together with feasible follow up activities.

Evaluation procedures which have been developed and which attempt to measure the attainment of specific objectives will be presented. Evaluation instruments will be available to those who attend the symposium.

[1]Sponsored by The Ohio State University and the Bureau of Educational Personnel Development of the U. S. Office of Education.

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The Development of a Model for Training Psychoeducational Personnel Working With Minority Children

Henry R. Angelino

The impetus for our model came from a federal grant from the Office of Education. One phase of this project was to be devoted to in-service training of "on-the-job" school psychologists involved with minority children.

The "model" evolved out of our experiences with the 1971 Workshop wherein we heard many psychologists protesting their secondary status. Primarily it was about the low esteem accorded them by school personnel -- both administrators and teachers. Also in so many cases they were relegated to the psychometrician role, mainly to satisfy the needs of principals for I.Q. scores and various other pupil ratings. The effectiveness of the psychologist in these systems was reduced to that of service personnel which, then, denied him the opportunity for developing intervention techniques and program planning for minority children.

To help overcome the psychologists' feelings and to produce better methods and programs we arrived at a "Team Approach Model" which included the school psychologist, classroom teachers, curriculum supervisor and administrators. From each invited school system the team was made up of one psychologist, two or three teachers, a curriculum supervisor and one administrator. It was felt that the interactions and interchanges between these people, each an expert in his own right, should prove beneficial to everyone. Besides exchanges were possible between experts from other

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systems. We felt that when these experts worked together as teams they would be in a better position to understand each other's functions and to solve those problems involving the educational planning for the various minority groups.

The model was tested in the 1972 and 1973 summer workshops. As we had hoped this model proved very successful to the participants. Feedbacks were very positive. A week-end follow-up workshop provided additional evidence of the success of our model.

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Program for the Development of a Model for Workshop Success

Norma S. Barnebey, Ph.D.

The program was developed along two major dimensions: (1) the dissemination of information concerning the research and psycho-educational needs of the disadvantaged and (2) the presentation and application of specific techniques involved in working with these children Included in the techniques were demonstrations and practical applications with children in the workshop setting.

The (1971) program was a specific multisensory reading remediation technique. This tutorial program has application with disadvantaged children because (1) it is structured so that any lay person may serve as tutor, (2) volunteer tutors may be trained with a minimum of time and expense, (3) the program is easy to follow; each step is clearly and simply defined.

At the request of the psychologists and educators precise behavioral management formed the core of 1972 institute. Techniques were presented and were implemented by the participants working with children in a natural school setting.

Part two of the 1972 institute focused on the Mexican American families who had settled out of the migrant stream. Its purpose was (1) to bring together educators and Mexican American community leaders to share information concerning historical and socio-cultural variables influencing the behaviors of Mexican American children and (2) provide information concerning the learning patterns of these children which may influence their successful achievement in the public schools.

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A three-day follow-up program was held to determine if any changes were implemented in the local schools. A bilingual educational program was presented and demonstrated with Mexican American children from a nearby school.

The 1973 program was specifically planned to provide an introduction to verbal communication in Spanish and to bilingual and bicultural education. Mexican American children were included in the demonstration. Participants were given an intensive program in language development, and shown how a variety of techniques may be utilized to communicate with Mexican American children.

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Workshop Evaluations

Maxine F. Gates, Ph.D.

Workshops whose major focus is to provide information about, and practice with unfamiliar techniques, principles, and programs for children are ultimately evaluated by the implementation of programs in the schools. It was unrealistic to go into workshop participants' schools to make these evaluations. Therefore, for each of the summer programs, an alternative evaluation was made. Workshop Evaluation, 1971. This summer workshop was evaluated along two dimensions, process and product. The process evaluation consisted of a Likert type scale which assessed the value of invited speakers' contributions and an open-ended questionnaire concerning the institute's format.

The product evaluation consisted of two parts. Each of the small working groups into which participants were divided submitted working papers summarizing main points made by invited speakers. More closely related to a product of the institute were the intervention program proposals written by each working group. The opportunity to work with children which was provided by one of the major invited speakers led to several proposals which utilized the techniques demonstrated by the speaker. Each intervention proposal was reviewed in terms of objectives, methodology, and evaluative procedures. Suggestions for clarifying specific points were provided by a panel of experts. Workshop Evaluation, 1972. This workshop consisted of two programs.

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Workshop I introduced unfamiliar techniques. The acquisition of these techniques by participants was evaluated in three ways. A paper and pencil achievement test was administered after instruction. Direct Attitude measures and an Osgood Semantic Differential Scale were administered before and following the practice of the techniques with children. Data were statistically analyzed. Participants also responded to an open-ended questionnaire concerning workshop format.

Workshop II was evaluated in terms of participants' expressed needs for follow up programs dealing with problems of Mexican American children in the schools.

Workshop Evaluation, 1973. The evaluations of this program consisted of objective pre-and post-tests demonstrating participant's acquisition of knowledge concerning the Mexican American child's culture and language. The tests were based on instructional objectives set by institute instructors. An opinion questionnaire was administered and again, the importance of demonstrations and practice with children was expressed.